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ABSTRACT

This paper describes a study of students' abilities to read and understand maps that are essential for understanding how geographical factors played in shaping a country's history. The maps help to: (1) relay location of countries; (2) demonstrate changes in the geographical boundaries caused by historical events; and (3) elevate the students' cognitive skills by relating maps to historical changes. Geographic location has been the most significant factor in shaping the historical destiny of nations. The study used a survey map study and three survey questionnaires. The first survey questionnaire tested the students' global knowledge of the maps by asking them to identify each country's location around the world. The places in the questionnaire, selected for identification by the students, were based upon countries that had historical, political, or economic ties to the United States. The second survey consisted of two questionnaires divided into the areas of study that the students had covered in two classes, a 10th grade social studies course that focused on the history of modern Western Europe, and a ninth grade course on the history of Asian countries. The last opinion survey tested cognitive geographic skills in map identification. The survey questionnaire was used to: (1) ask the students' opinions as to which global issue they regarded as most important to them; (2) see if they could identify properly the country with the most important issue they selected; and (3) list the reasons why the issue was important to them and their future. Results showed that 10th grade students did better on all three identifications than the ninth grade students. (DK)

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An Opinion Survey: Do Tenth Graders Have A Better Perception of Global Maps Than Ninth Grade Students?

by

Daniel R. Abraham

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AN OPINION SURVEY: DO TENTH GRADERS HAVE A BETTER PERCEPTION OF GLOBAL MAPS THAN NINTH GRADE STUDENTS?

by Daniel R.Abraham

INTRODUCTION:

Global History Studies is an important part of the Social Studies curriculum at Maxwell High School in East New York, Brooklyn. I teach Global History to four classes plus prepare one class to take over their Global RCT exams. I teach two different types of Global History courses. The ninth grade course is concerned with the study of Asian countries such as China, Japan, India and the Soviet Union. The tenth grade course is concerned with the study of Modern Western Europe from the late 19th century to the mid-20th century. This course includes such topics as nationalism, imperialism, the two World Wars, the Cold War and Middle Eastern politics. I have found that teaching these courses is difficult and complex, since it involves teaching the students with a vast array of complex information.

I have found that in order for a Global History course to be fully successful, it must have certain elements, necessary for its success. The elements which make the course a success are the teacher, textbook, topography of the classroom, and important visual materials such as maps. When a student learns about a particular region, visual maps either in a book or on a rail by the blackboard are necessary visual elements for the displaying a country or its location. Some rooms, such as mine, do not have rails. We have to rely on thumbtacks to keep the map up. Knowing where a country is located is an important part of the

curriculum. It's as important as knowing about the history of a region, since maps give a student a visual understanding of how a country is shaped. It also relates the historical significance and changes, which help to shape the boundaries of that country. An easy example of a visual memory about the boundaries of a country is Italy. Italy is shaped like a boot. When we think about Italy, we imagine the existence of great periods of Italian history such as the Roman Empire, the Renaissance, or about such great leaders as Julius Caesar.

The factors making a successful Global History Class are: (a) the teacher's ability to successfully relay the information about Global History; (b) the textbooks used (Are the textbooks good source materials); (c) having the correct equipment such as maps, rails and a clear chalkboard; (d) students' knowledge about Global History; and (e) students' abilities to interpret information. All these factors are important for successfully learning in Global History.

My concern was about the students' abilities to read and understand maps, because they were essential for understanding how geographical factors played in shaping a country's history. The maps helped to relay: (a) location of countries; (b) changes in the geographic boundaries caused by historical events; and (c) helped to elevate the students' cognitive skills by relating maps to historical changes. The last part of that statement is the reason for by study about students' knowledge about maps. I feel that without an understanding of the geographic locations of a

country, a student's perception and conception of a country becomes murky. There is a tendency to confuse historical events with a country's location.

For instance, one student thought that Hitler was the leader of Italy, instead of Germany. Another student thought that China was located in Europe. These are just a few examples of students' cognitive misconceptions of historical events to maps or country's locations. A student must be able to relate people and events to the maps in order to comprehend the historical significance to the maps. Geographic location has been the most significant factor in shaping a country's historical destiny. I decided then to test the students' knowledge about maps, since maps are a very important factor toward a student's understanding of Global History.

I carefully looked for a survey map study which would be easy for the students to identify and took a short time to do so. The first survey questionnaire would test the students' global knowledge of the maps, by identifying each country's location around the world. The survey questionnaire was used by Mary T. Mason and called "Where In The World," (Appendix A). The survey used by her was based upon a study conducted by the Gallup Organization for the National Geographic Society in 1988 to test the peoples' geographic knowledge around the country. The places in the questionnaire, selected for identification by the students, were based upon counties which had historical, political or economic ties to the United States.

The second survey questionnaires were created by myself. They were regional survey questionnaires and were divided into the areas of study the students had covered in class. One was called "The European Regional Map Identification Survey Questionnaire" (Appendix B) and was based upon the course called Global History 4, a history of modern Western Europe. This was the tenth grade Social Studies course. The other questionnaire was called "The Asian Regional Map Identification Survey Questionnaire" (Appendix C) and was based upon the course called Global History 2, a history of Asian countries. This was the ninth grade Social Studies course. I used a blank map with numbers for both questionnaires.

The last opinion survey questionnaire, which I also created myself, had three parts (Appendix D). The purpose of the survey questionnaire was to test their cognitive geographic skills in map identification. The survey questionnaire was used to: (a) ask the students' opinions as to which global issue they regarded as most important to them; (b) to see if they could properly identify the country with the most important issue they selected to them; and (c) to list the reasons why the top issue they selected was important to them and their future.

All three opinion polls would, I hoped, give a clear picture about whether the students could properly identify countries on a global and regional map and could correctly identify a country and an issue associated with it. I hoped to get a clear picture of the students' geographic skills and hoped that they would be

able to associate their global studies to the map identification skills surveys' questionnaires.

REVIEW OF LITERATURE:

I carefully selected 9 pieces of Literature, Which I thought held important findings judging a students' performance in Global (Geography) History.

The first piece of literature, written by Salvatore Natoli, suggests that the relationship of geography and geographic skills to practical life skills are important to understanding the Earth and its relationship to that knowledge. It suggests that unless there is a practical understanding of the Earth, and certain areas of the Earth, the Earth's life forms or way of life could be endangered by mankind's tampering with the Earth.

Natoli demonstrates how geographic ignorance about the topography of the land could endanger peoples' lives. He suggested that certain cities that were located in the west were done poorly, because of their locations on an earthquake fault line. The people living on that line have had their lives endangered because of its location. He suggests that geographic ignorance could lead to a disaster to the community or the world. He suggests, therefore, that it is necessary that geography be taught to avert certain disasters in the future. Natoli presents a good argument for his case with clear evidence and understanding of how geography could affect the world. (Natoli, Salvatore T. Some Thoughts On Strengthening Geography in the Social Studies.)

James Marran suggests that the school curriculum should also include a course of geography in school and suggests that teachers should come up with a practical plan, which includes the administration and the parents, in order to modify the curriculum to include geography. Teachers should have their plans reviewed by a higher source of education, college professors, preferably, in order to make sure that their plans for a course be adopted and make geography a legitimate subject. His arguments are practical and his plan for getting the plan approved are quite logical. (Marran, James. Getting Geography Into The Curriculum: Pursuing A Decalogue.)

A survey of college students suggested that the students' knowledge about geography was deficient and too shallow. The survey also suggests that students' interest in geography is poor. The survey states that one-half of the college students had taken only one course throughout their whole college career. The survey also tests their knowledge of geography and found it also to be poor. The survey did not look into the reasons why the students' lack of interest was present or why the students weren't interested in it. (Hill, David. A. A Survey Of Global Understanding of American College Students.)

Joseph Cirrincione and Richard Farrell suggest that there is a need to improve geographic knowledge and skills. Americans tend to be ignorant about geography. The study shows that teachers needed to improve their knowledge about geographic data through better teacher preparation. Teachers did not have

adequate knowledge about geography. He states that geography is taught only in elementary and junior high schools and is omitted from high school studies. Geography is not emphasized in high school. The study also suggests that students failed to recognize the relationship of interdependence between geography to population patterns, transportation and communication. They came up with two important suggestions to improve high school students' geographic skills. They were: (a) that the teacher must be trained in breadth and depth about geography to make them more competent; and (b) that a separate course in geography be taught in high school. Cirrincione and Farrell hit at the heart of the problem in high schools and come u[illegible] practical suggestions, which will help students' ge[illegible]hic knowledge. (Cirrincione, Joseph and Richard Farrell. The Status Of Geography in Middle Junior and Senior High School.)

Branon suggests that map skills test the students' abilities to encode and decode information. Students must also transfer symbolic data into conceptual data. He suggests that global skills be taught at third grade. Teachers should look for appropriate maps and make the students perform graphing activities. He says that students should be taught to develop cognitive and vocabulary skills necessary for developing good map skills. He also suggests that teachers use various activities and objects such as globes to improve student performance. These skills should be taught at an early level when the child is at his developmental stage. I agree with this fact, because the

child's susceptibility to knowledge is greater than when he is older. The practical statement of this article should also include that since learning is an ongoing process that it should be continually developed and expanded upon. (Branon, Robert. Map, Globe And Graphing: Readiness Activities: Developing Universal Thinking Skills.)

McClure suggests the need to improve students' performance by introducing practical map examinations. A group test of several classes was put into three phases. The first phase included using 100 students. The teachers used an overhead transparency to help the students to see the maps clearly. The second phase used one teacher and 20 students. The teacher questioned the students to see what they had learned in the larger group. The third phase involved breaking down the class into pairs, working together to see if they could interpret the facts and to applicate them. The purpose of the test was to see if the students' geographic skills would improve with revised testing. Breaking down the students into groups forces them to think more for themselves and improve their cognitive skills. (McClure, John W. Practical Map Examinations For Geography.)

Sharon Carper was a Global History teacher who hated History and the way it was taught. She came up with her own new methodology of teaching Global History for the purpose of making it more palatable towards the students' appetite towards learning about it. She found some practical solutions towards teaching

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Global History. She suggests that discussions, not quizzes should be used in reinforcing the learning attitudes of the students. By discussing global problems, a student elevates their knowledge about global problems. She used music as a means of motivation, by comparing 60's music with 80's music. She began to ask students to cut out articles and asked them to report important global issues in the class. She began an interaction debate between the classes and finally had a debate between her school and another school over some important global issues. This had elevated and aroused her students' learning and interest in Global Studies. It also improved her students' performances in class. This is a good example of a practical suggestion implemented successfully and could be used as a method for teaching Global History. (Carper, Sharon. Global What?. Or What Mind Of Education.)

James Petrie used a global test based upon a study done by the National Geographic Society to see if the students' performance would improve by completing their course of studies outlined by the department. The course of study included the cultural regions of Africa, Asia and the Middle East. He used two tests, one to study a students' knowledge of global regions; the other test was based upon their regional area of study.

Part one of the test asked the students to identify the location of various countries on a global map. Part two tested the students' practical knowledge of the world.

The conclusion of the test showed that students showed an

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increased knowledge of the geographic area they had studied about and had obtained a respectable knowledge of Western Europe.

The test was much too complicated and detailed to give to my students. It involved very high standards and was too long. It should have been shortened and less comprehensive. (Petrie, James. Global Awareness Test.)

Mary T. Mason used the Gallup survey which was done for the National Geographic Society in 1980, as a means for measuring students' knowledge of names and places in geography. This survey was used by myself, because it was the easiest one to do and didn't involve much thinking by my students. It was also a practical experiment which tested their knowledge simply.

When Mary Mason did her survey, she used three groups of students, elementary, junior high and high school students. She found that the schools were producing geographically illiterate students. She also stressed that the United States needed to make geography a required subject in school. The information on the test dealt with names of counties and a map with numbers used to help the students find the country's location. Since the questionnaire narrowed the answers to four choices, the odds were one in four that the student would get it correct,increasing the students' ability to get the right answer. The students had to correctly identify the country's location on a map. (Mason, Mary T. Where In The World? The Status Of Place-Name Geography Instruction.)

Thomas S. Barrows was the last and probably the most

complicated survey I had to read about. Barrow's study was formulated to reflect the issues of the times. The test was concentrating more on students' knowledge of their understanding of the facts. The committee's questions would be directed towards their understanding of how other peoples and cultures felt about the United States. The second portion of the test would reflect upon their global understanding of the past and contemporary issues. The test was tailored to reflect their general knowledge of global issues and attitudes towards them. There were 101 questions based upon the students' knowledge of historical facts of certain global issues. The survey questionnaire was too long and complicated. I found all the questionnaires very challenging and extremely difficult. This test would be good for a statistical major.

The survey seems to stress that there is a lack of interest in global understanding and many students in college did not read about international events or cared to know about it. There was also a perception that the United States was capable of solving any economic problem in the world. The survey questionnaire form used by Barrows had no practical use in studying about high school students' knowledge about maps, since it was too complicated for them. (Barrows, Thomas S. College Students Knowledge And Beliefs: A Survey of Global Understanding.)

The various pieces of literature, which I reviewed reflected the many issues concerned with the teaching of Global Studies. The key factors are: (a) the teachers' background and strength; (b.

students' abilities and willingness to learn about Global issues and it's historical roots and (c) the topography of the world. The equipment and its' functions are the key factors towards helping the students understand their subject. Most of the surveys I saw were too complicated. The National Geographic Study was probably the simplest one to use for my study of students' knowledge of Global History and issues.

HYPOTHESIS:

Students tend to have better geographic knowledge as they get older and gain new experiences and skills in their education. I used two groups of students from ninth grade and two groups of students from tenth grade to prove my hypothesis. My theory is that when both groups are tested with the same geographic survey questionnaires, the tenth grade students should do better on the opinion survey questionnaires than the ninth graders because they have more educational experience and therefore have more advanced knowledge than the ninth graders. I also think that the tenth graders should have better cognitive skills than the ninth graders. I think that both groups of students should be better able to identify countries on a global map than on a regional map.

METHODOLOGY:

I used four Global History classes to test my theories. Two of the Global classes were ninth grade classes, which studied about Asia, its culture and history. The other Global classes

studied modern Western Civilization in the late 19th and early 20th centuries. These were tenth grade classes. I also used four opinion survey questionnaires. The first survey opinion test was based upon the one used by Mary T. Mason called Where In The World? (Appendix A). The second Global survey test was constructed by myself and was split into two regional tests, one on Europe and the other on Asia (Appendix B, Appendix C). The regional questionnaires used were based upon the area of study they were learning about.

The fourth questionnaire was used to test the cognitive skills of the students in both groups and to get their opinions concerning which issue they felt would affect their future the most by listing the issues in numeric sequence by their importance to the individual student (Appendix D). They would then try to identify the country with the issue they were concerned with. The students also had to list the reasons why that issue was important to them or their future.

It was hoped that these surveys would give me a clear picture of the students' abilities to identify countries on a map and to be able to identify countries which were concerned with a particular issue. The students' visual and cognitive skills were being tested by the survey questionnaires.

HOW THE SURVEY WAS DONE

I divided my four classes into two groups. The first group was my control group, which consisted of two tenth grade Global History classes. The other two ninth grade Global History

classes was my experimental group. The tenth graders studied modern Western Civilization, while the ninth grade students studied Asian Culture and History.

The tenth graders received no prior introduction, since I felt that they would do better in map identification and in their cognitive skills test than the ninth graders, whose map skills and experience with it would be more deficient. They were given all three tests in the following order: (1) The Global Identification test; (2) the Regional Map Identification tests of Europe and Asia; and (3) the Cognitive Map Identification tests. They were given instructions on how to answer the questionnaires and were told why it was given. This included looking at the map and picking one of four multiple choice answers. They were given 15 minutes to identify the countries on the Global Map.

The second test also had a brief summary of instructions. The students were asked to pick the number which identified the country on the top sheet by putting the correct number next to the country after looking at the map with the numbers on the bottom sheet (Appendix B, Appendix C).

The last test was the hardest test. It involved detailed instructions on how to answer each of the three parts. Students had to look over each of the issues affecting the world today and had to list by order of importance, which issue was most important to them and why. They also had to identify the country which was experiencing the problem to see if they could correctly identify it by memory.

The ninth graders were given a lesson, to help them to do as well as the tenth graders, about maps and shown various illustrations of different kinds of maps (Appendix B). They were given a map which had pictures of a global and a regional map. They were shown where the Asian countries were located. They were also given two blank maps. The first blank map was a global map (Appendix F). The second blank map was a regional map (Appendix G). The students were instructed to fill the blank maps with the current country they saw in their books. The students were also asked if they could tell the class what a map was and to identify the seven continents and the three oceans on the globe. They also put the major countries of the world on the blank global map. This included the Soviet Union and the United States. I told the class that they would be given the same test as the tenth graders and I also said that they shouldn't fear the test, since it wouldn't count on their report cards. I wanted them to come into class without any worries or misapprehensions towards it and relaxed. The same three tests which I had given the previous day to the tenth graders were given to the ninth graders.

RESULTS OF THE TESTS:

The first table shows comparative results of the four global classes which were divided into two groups of tenth grade Global History students and ninth grade Global History students. The results of the first test show that despite the lesson given to help the ninth graders to do better in their performance, the

overall performance of the tenth graders was still better in identifying places (see Table 1) found on a regional map than the ninth graders.

TABLE 1

GLOBAL IDENTIFICATION TEST

Type of Students	Poor		Average		Very Good		Total	
	0-4 Correct		5-8 Correct		9-12 Correct		#	%
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	of Students	of Students
1. 10th Grade Students	5	15%	14	41%	15	44%	34	100%
2. 9th Grade Students	6	13%	23	50%	17	37%	46	100%

The tenth graders' performance was higher in number of correct answers than the ninth graders, despite the lesson given to them. The ninth graders did better in getting the average amount correct than the tenth graders. The Global Map Identification test shows that more tenth graders got a higher number of answers correct while the ninth graders' correct answers were basically just average.

The second table shows the results of the Regional Global Identification Test given to the tenth and ninth graders. The tenth graders used a European Regional Identification Map test, while the ninth graders used an Asian Regional Map Identification test. They were given ten minutes to fill in the answers to them. The tenth graders did slightly better than the ninth graders in the Very Good range, whereas the ninth graders did slightly better in the Average Range by 9%. They were both even

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in the Poor category with 7% separating both groups (See Table 2).

TABLE 2

REGIONAL MAP IDENTIFICATION TEST

Type of Students	Poor		Average		Very Good		Total	
	0-4 Correct		5-7 Correct		8-11 Correct		#	%
	# of Students	% of Students	# of Students	% of Students	# of Students	% of Students	of Students	of Students
1. 10th Grade Students	13	37%	6	17%	16	46%	35	100%
2. 9th Grade Students	9	30%	17	56%	4	14%	30	100%

Students' performance was much better on the Global Map Identification test than on the Regional Map Identification test. Mary T. Mason's test had similar results to my test. In general, students seemed to be able to identify places on a Global Map better than on a Regional Map, even though they were shown throughout the term the location of the countries they had studied. The ninth graders did better in the average categories on both tests than the tenth grade students, whereas the tenth grade students did better in the Very Good categories than the ninth grade students. One can attribute these results because of the wider range of experience and learning about global studies by the tenth grade students than the ninth grade students.

The Global Cognitive Test showed even a wider range of correct answers and incorrect answers between the tenth and ninth grade classes (see Table 3).

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TABLE 3

GLOBAL COGNITIVE TEST - COUNTRY CORRECTLY IDENTIFIED WITH A GLOBAL ISSUE

Type of Students	# of Students with Correct Answers	% of Students with Correct Answers	# of Students with Incorrect Answers	% of Students with Incorrect Answers	Total # of Students	Total % of Students
1. 10th Grade Students	12	55%	10	45%	22	100%
2. 9th Grade Students	7	34%	14	66%	21	100%

Fifty-five percent of the students in the tenth grade class were better able to identify a country with an issue, with a country associated within. The ninth grade percentage of finding an issue associated with a country was almost 20% less than the tenth grade students.

There was also an opinion survey to find out which issue the students felt was most important to them. The top three issues in the opinion were about dead even. They were Global Peace 26%, Starvation 26%, and Pollution 22%. The bottom issue which received little or no support by the students was the Energy Crisis 2%.

The students seemed to be in tuned with the country's sentiments of these issues.

I also did an analysis to see which countries the students were best able to identify correctly. The tenth graders did better in identifying countries on a regional scale than the ninth grade students. The ninth grade students could identify five countries with a margin of 50% or better (see Table 4,

whereas the tenth grade classes were able to identify all the regional countries with a margin of over 53% or better (see Table 5).

The top three countries the ninth graders were able to identify were the Soviet Union, India and China. They had already studied about India and China, not the Soviet Union. Japan, the other country they had studied about, came in fourth.

The top four countries the tenth graders were able to identify were France, Germany, Italy and Spain. Britain came in fifth. France, Germany and Italy were countries we had studied in depth as compared to the other countries.

TABLE 4

NINTH GRADE REGIONAL MAP TEST - ANALYSIS BY COUNTRY

Name of Country	# of Students with Correct Answers	% of Students with Correct Answers	# of Students with Incorrect Answers	% of Students with Incorrect Answers	Total # of Students	Total % of Students
1. Soviet Union	25	78.1%	7	21.9%	32	100%
2. China	25	78.1%	7	21.9%	32	100%
3. India	24	75%	8	25%	32	100%
4. Japan	23	71.8%	9	28.2%	32	100%
5. Mongolia	22	68.7%	10	31.3%	32	100%
6. Philippines	15	46.8%	17	53.2%	32	100%
7. Thailand	15	46.8%	17	53.2%	32	100%
8. Vietnam	13	40.6%	19	59.4%	32	100%
9. Burma	11	34.3%	21	65.7%	32	100%
10. Cambodia	9	28.1%	23	71.9%	32	100%

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TABLE 5

TENTH GRADE REGIONAL MAP IDENTIFICATION TEST - ANALYSIS BY COUNTRY

Name of Country	# of Students with Correct Answers	% of Students with Correct Answers	# of Students with Incorrect Answers	% of Students with Incorrect Answers	Total # of Students	Total % of Students
1. France	29	90.6%	3	9.4%	32	100%
2. Germany	25	78.1%	7	21.9%	32	100%
3. Soviet Union	24	75%	8	25%	32	100%
4. Italy	23	71.9%	9	29.1%	32	100%
5. Spain	22	68.7%	10	31.3%	32	100%
6. Great Britain	15	65.6%	11	34.4%	32	100%
7. Greece	15	59.3%	13	40.7%	32	100%
8. Czechoslovakia	13	59.3%	13	40.7%	32	100%
9. Sweden	11	53.1%	13	46.9%	32	100%
10. Greece	9	53.1%	15	46.9%	32	100%
11. Poland	16	50%	16	50%	22	100%

The overall performance of the tenth graders was still much better than the ninth graders on the Global Map Identification test, which was exactly alike and mixed European and Asian countries to give them an equal chance. The tenth grade performance was much better in ten out of twelve categories with the exact same countries. The top two countries, which are probably the easiest ones to identify in both testings were the Soviet Union and the United states with both groups showing over 90% or better of the students' recognizing these countries. The

ninth graders were able to identify two countries of Asia pretty well. Japan was recognized by 85% of the students in the two ninth grade classes, whereas only 47% of the students were able to recognize Vietnam. This is a pretty high percentage because Vietnam is a hard country to locate and Japan was a country we had studied intensely. The tenth graders who were studying about modern European Civilization also did pretty well in recognizing the countries they were studying, specifically the Soviet Union and France, , which were two countries we were studying in the course. The surprising fact was that the students in the tenth grade did poorly in identifying the country of Great Britain which was very important in our discussions of modern Europe.

The performance of the students in the ninth grade was somewhat better on the Global test than on the Region test. The only conclusion as to the reason why the tenth graders did better on their Global tests was due to the fact that they spent more time studying modern European maps than the ninth graders who dealt with ancient and modern maps.

TABLE 6

NINTH GRADE GLOBAL MAP SURVEY TEST

Name of Country	# of Students with Correct Answers	% of Students with Correct Answers	# of Students with Incorrect Answers	% of Students with Incorrect Answers	Total # of Students	Total % of Students
1. United States	31	91%	3	9%	32	100%
2. Soviet Union	31	87%	4	13%	32	100%
3. Japan	29	85%	5	15%	32	100%
4. Pacific Ocean	26	76%	8	24%	32	100%
5. Mexico	22	65%	12	35%	32	100%
6. South Africa	20	59%	14	41%	32	100%
7. Vietnam	18	53%	16	47%	32	100%
8. France	17	50%	17	50%	32	100%
9. Canada	13	38%	21	71%	32	100%
10. Egypt	10	29%	24	85%	32	100%
11. Persian Gulf	5	15%	29	85%	22	100%
12. Britain	5	15%	29	85%	26	100%

TABLE 7

TENTH GRADE GLOBAL MAP IDENTIFICATION SURVEY TEST

Name of Country	# of Students with Correct Answers	% of Students with Correct Answers	# of Students with Incorrect Answers	% of Students with Incorrect Answers	Total # of Students	Total % of Students
1. United States	31	93%	2	7%	33	100%
2. Soviet Union	31	93%	2	75	33	100%
3. Canada	27	82%	6	18%	33	100%
4. South Africa	25	76%	8	24%	33	100%
5. Egypt	23	70%	10	30%	33	100%
6. Mexico	22	67%	11	23%	33	100%
7. Britain	16	48%	17	52%	33	100%
8. Japan	13	39%	20	61%	33	100%
9. Pacific Ocean	13	39%	20	61%	33	100%
10. Persian Gulf	12	36%	21	64%	33	100%
11. Vietnam	12	36%	21	464	33	100%
12. France	8	24%	25	76%	33	100%

CONCLUSION:

The results of all the opinion survey tests prove that the tenth grade students did better on their Global Identification, Regional Identification and Cognitive Identification test than the ninth grade students. Despite the fact that the ninth grade students were given a lesson to help them get higher grades, they still scored less than the tenth grade students. The tenth graders had the advantage of more learning and visual experience

with maps. This helped them to do much better than the ninth graders.

Both groups did better on their Global Identification test than on their Regional Identification test. The ninth graders didn't do as well as the tenth graders on all three tests. The percentage of tenth grade students having numbers of correct answers on the Regional Map test was much higher than what the ninth graders achieved. The number of tenth graders getting their Regional Identification test with 50% or better was greater than the number of ninth grade students taking a similar Regional Identification test. The number of students getting their Regional Identification test with over 50% of the students was much less. Only half of the questions on the Regional Identification test showed 50% or better of the ninth grade students getting their answers correctly.

Based upon the analysis of these tests, one can conclude that because the tenth grade students had more learning and visual experience, they will do better in identifying maps than the ninth graders. They will also do better in identifying regional maps. The tenth graders also did better in identifying a global issue with the country, which is concerned with it than the ninth graders. The key factor in this analysis was identifying the country associated with the global issue. A further analysis also points to the fact that both groups were able to quickly identify the two countries they heard about the most in the news; the Soviet Union and the United States. It was very surprising

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to me that very few students could identify the Persian Gulf, even though they were shown maps and saw maps on television. This showed that they were ignorant about the Middle East and were more concerned with local issues. The majority of my students were concerned also with issues of peace and apartheid.

APPENDIX A

The purpose of these tests is to indicate your knowledge about the location of each country,especially in your area of study,Western Europe.It is also to test your awareness of other global regions.It is also to indicate your awareness of important global issues and which areas were most affected by these important issues.

Instructions: Carefully, look at each of b the three maps. Then tell me the location of each country, simply by listing the number which identifies the location of the country.Example Which number indicates the location of France?Answer 7.

Part 1-

1.-Which number indicates the location of France?

2.-Which number is Spain?

3.-Which number is Great Britain?

4.-Which number is the Soviet Union(Russia)?

5.-Which number is Italy?

6.-Which number is Germany?

7.-Which number is Poland?

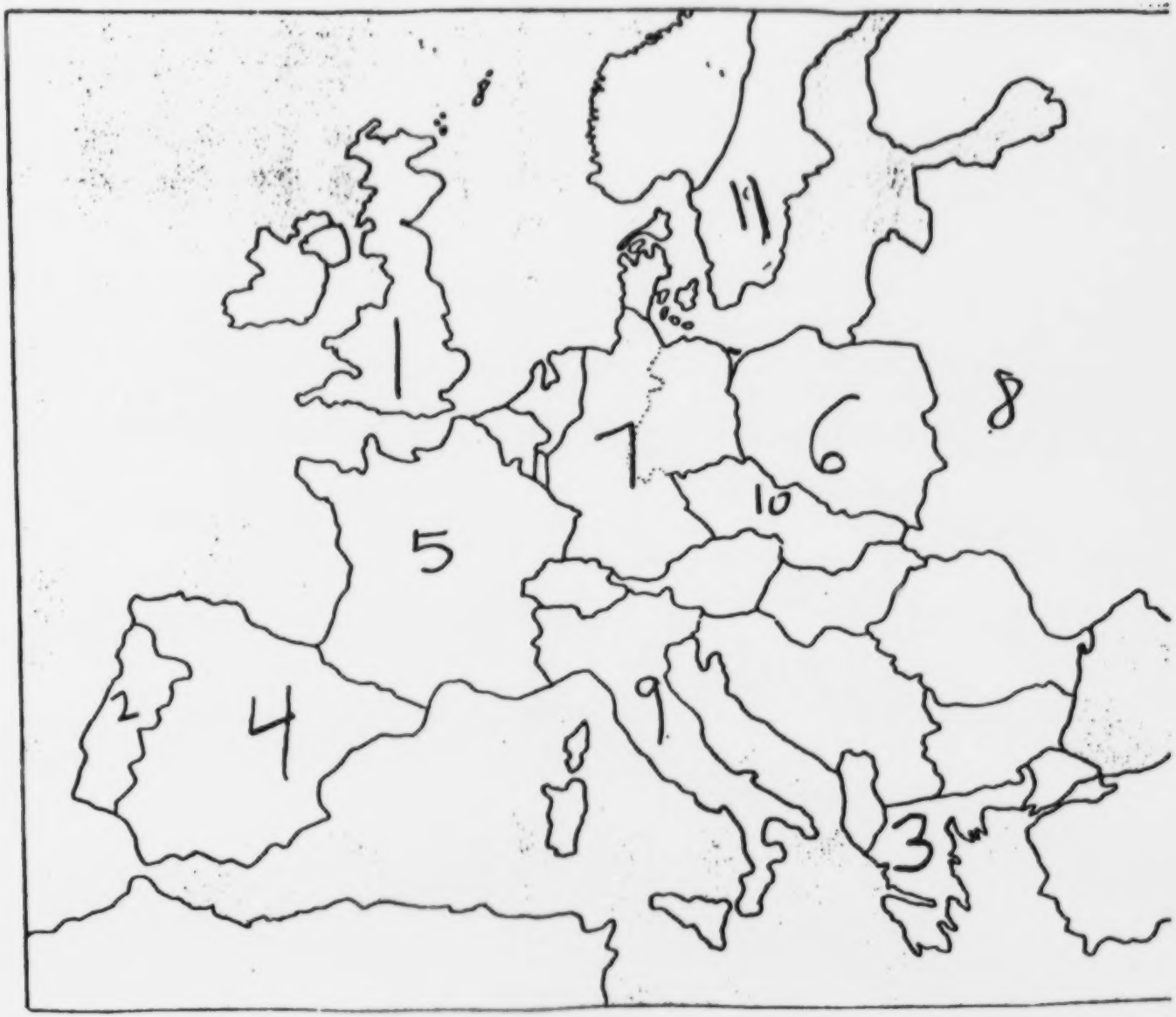
8 -Which number is Greece?

9

..-Which number is Czechoslovakia?

10.-Which number is Sweden?

11.-Which number is Portugal?



EUROPE

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The purpose of these tests is to .....

about the location of each country, especially in your area of study, ASIA .It is also to test your awareness of other global regions. It is also to indicate your awareness of important global issues and which areas were most affected by these important issues.

Instructions: Carefully, look at each of b the three maps. Then tell me the location of each country, simply by listing the number which identifies the location of the country. Example Which number indicates the location of France? Answer 7.

Part 1-

1.-Which number is China?

2.-Which number is Japan?

3.-Which number is the Soviet Union?

4.-Which number is India?

5.-Which number is the Phillipines?

6.-Which number is Vietnam?

7.-Which number is Burma?

8.-Which number is Mongolia?

9.-Which number is Thailand?

10.-Which number is Cambodia?

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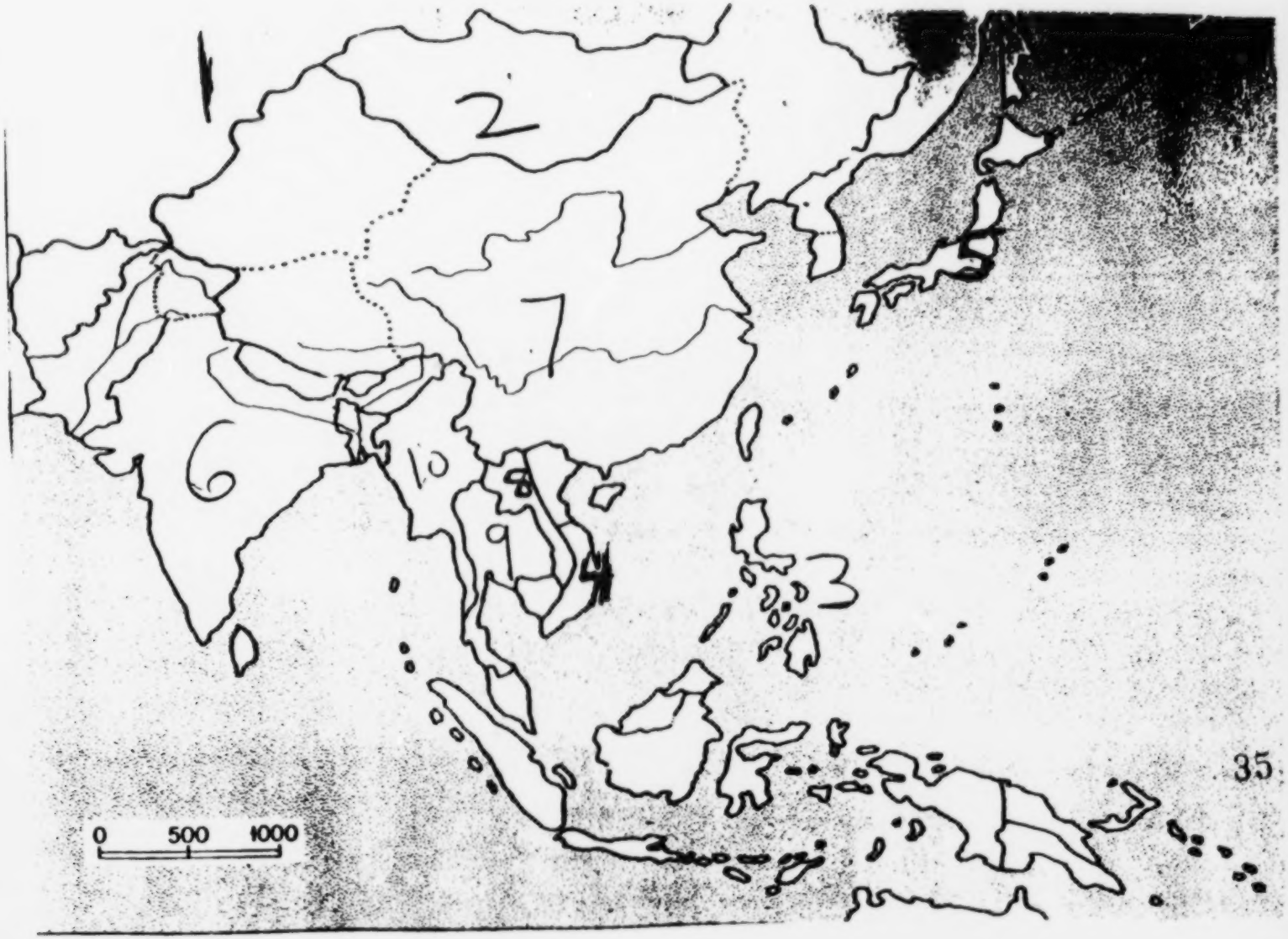

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APPENDIX

WHERE IN THE WORLD?

DIRECTIONS: Record your answers on the answer sheet using a Number 2 pencil. DO NOT PUT YOUR NAME ON THE ANSWER SHEET.

Use the World Map for questions 1-12

1. Which number shows the location of the United States?
   A) 1 B) 2 C) 4 D) 10

2. Which number shows the location of the Soviet Union?
   A) 2 B) 16 C) 17 D) 31

3. Which number shows the location of Japan?
   A) 32 B) 33 C) 34 D) 35

4. Which number shows the location of Canada?
   A) 1 B) 2 C) 4 D) 10

5. Which number shows the location of France?
   A) 9 B) 14 C) 15 D) 22

6. Which number shows the location of the Persian Gulf?
   A) 7 B) 8 C) 28 D) 29

7. Which number shows the location of Mexico?
   A) 1 B) 4 C) 26 D) 30

8. Which number shows the location of the United Kingdom?
   A) 9 B) 13 C) 15 D) 16

9. Which number shows the location of South Africa?
   A) 11 B) 24 C) 25 D) 30

10. Which number shows the location of the Pacific Ocean?
    A) 3 B) 7 C) 12 D) 18

11. Which number shows the location of Egypt?
    A) 15 B) 20 C) 21 D) 23

12. Which number shows the location of Vietnam?
    A) 32 B) 33 C) 34 D) 35

THE WORLD

Part 3

The purpose of this survey is to test your knowledge of global issues and to see if you can correctly identify, which problem is associated with the country that has this problem.

Directions: There is a list below of different problems associated with the world. You are to put in order the problem, which you think will affect the world's future the most and then list the next most important problems in any order you like. Then write down, which country or countries are most affected by the most important problem and why this problem is importantr to you and your future.

(A)Pollution (B)Poverty (C)Starvation (C)Pollution (D)Energy Crisis (E)Environmental Crisis (F)World Peace (G)Racisism(Apartheid) (H)Human Rights (I)Dictatorship (J)Global Conflicts

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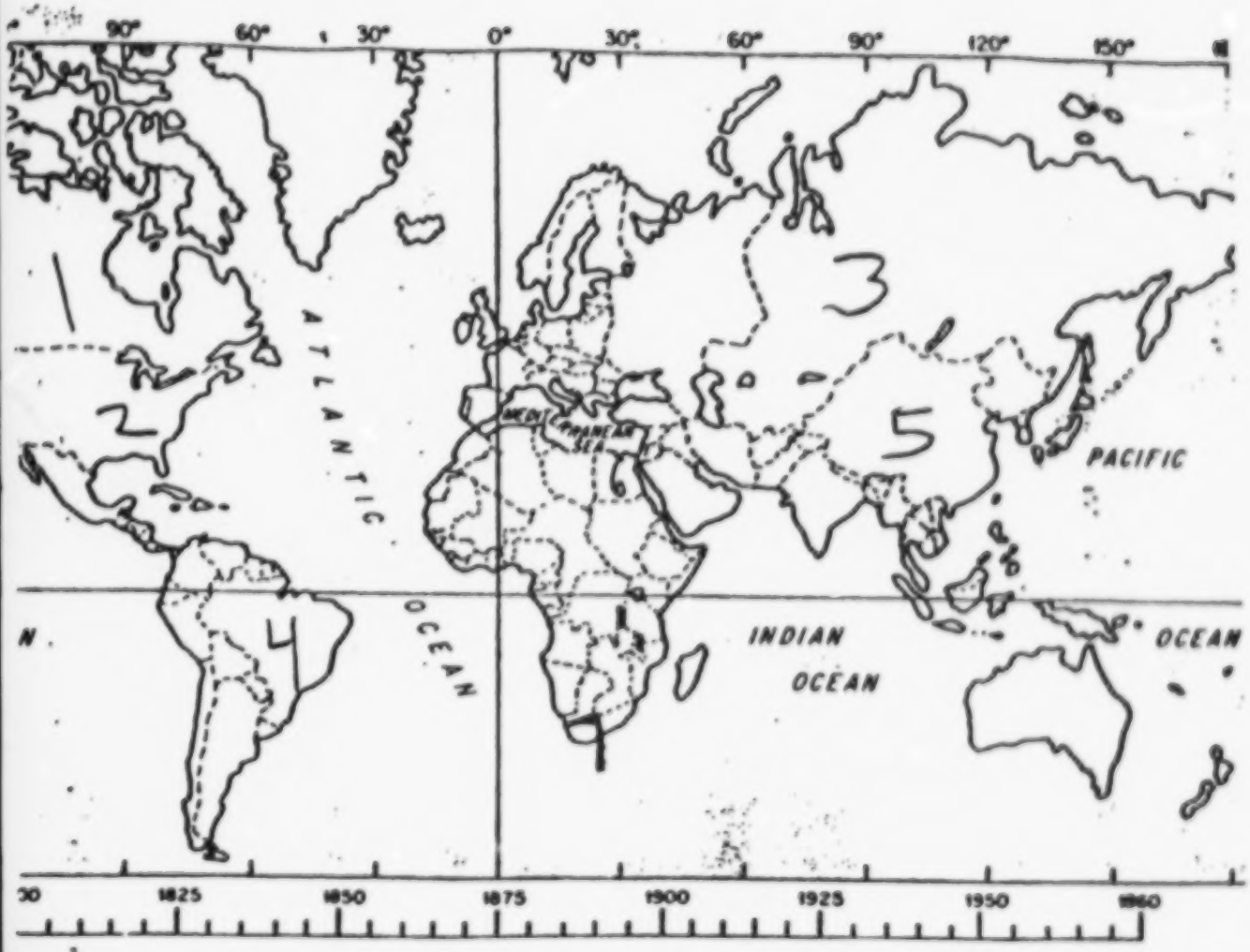

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